DOCUMENT RESUME

ED 384 274 FL 801 018

TITLE	Volunteer Voice, Volume XI.
INSTITUTION	Tacoma Community House, WA.
SPONS AGENCY	Washington State Div. of Refugee Assistance, Olympia.
PUB DATE	94
NOTE	54p.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	Volunteer Voice; XI n1-3 1993-1994
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Acculturation; Cultural Awareness; Educational Objectives; *English (Second Language); Games; Instructional Materials; Journal Writing; Learning Activities; Literacy Education; Refugees; Role Playing

ABSTRACT

This document consists of the four issues of this newsletter issued for Volume XI. The Fall 1993 issue contains an article on talk time role playing, language evaluation activities (dictation, writing, and speaking exercises), and the outline of a cultural awareness session. A special unnumbered "Bibliography Issue", also dated Fall 1993, includes a bibliography of texts that have been found to be useful for English-as-a-Second-Language (ESL) tutors and teachers, including activities, comprehension, grammar, pronunciation, and visuals. The Spring 1994 issue includes the history, goals, and objectives of the Tacoma Community House Training Project and offers conversation and listening exercises and ideas. The Summer 1994 issue assesses the efforts of the project to date and offers assistance on journal writing, ESL games, and on the job English-language training. (NAV) (Adjunct ERIC Clearinghouse for ESL Literacy Education)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 384 274

Volunteer Voice

Volume XI
(1993-1994)

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Marilyn Bentson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

FL 201018

VOLUNTEER VOICE

Volume XI, No. 1, Fall 1993
Tacoma Community House Training Project

Funded by the WA Division of Refugee Assistance

THE THREE R's

READING, WRITING AND ROLE PLAYING

As we roll into this beautiful fall, it's time to gear up for those winter tutoring sessions. In this volume of the *Volunteer Voice,* we have gathered reading, writing, and pronunciation activities from Kathy Kardok's presentations at the 1993 Volunteer ESL / Refugee Concerns Conference. These activities will help spice up any lesson and can be altered to suit different levels. The St. James Refugee Program Talk Time Staff contributed an article describing their successful cross cultural expeditions using role playing.

No, you haven't missed your summer *Volunteer Voice* edition. Between now and next September, you'll be receiving 2 additional copies.

"DEARLY BELOVED"

A LESSON IN TALK TIME

ROLE PLAYING

BY
NOAH LEAVITT AND GARETH MYRICK
ST. JAMES REFUGEE PROGRAM

"And so I ask you, is there any reason why these two lovely people should not be joined in the bonds of holy matrimony? Speak now or forever..."

"Yes! I've got a reason! Those are phone books they're swearing on, not Bibles!"

And so goes another night at Talk Time...

During the past six months, the St. James Refugee Program has been gradually increasing the use of role playing in our Talk Time sessions. The phone books were props from a particularly spirited evening during which we performed two mock wedding ceremonies.

At first, the idea of using this type of instruction seemed daunting with a group of mixed-ability English students, but as the term progressed, people became so comfortable with it that eventually they were reluctant to leave their new roles!

HOW IT WORKED. Our initial concern was that the students would not have the conceptual understanding of what it means to assume a new identity. To eliminate this barrier, we decided that we would make it very obvious that people were not in their real personas during the course of the evening.

We relied upon outrageous props and silly situations to help the students step out of the role of New Learner and into the role of someone who wants to express themselves in a new way. For example, during Talk Show Time, we utilized large cardboard cutouts of televisions that people held up to their faces. The students knew that when they held the

TVs up, they were someone else, because no one really holds a TV to their face when they talk. This enabled us to turn up the volume on quiet speakers and change the channel when we wanted a new student to begin talking.

In the same way, paper cup telephones allowed people to practice telephone conversation in a new and somewhat 'unreal' way, which allowed the students to assume a different character than they would use in real life. When the students felt safer with these new roles, they spoke with more freedom and ease.

Once the idea of role playing caught on, we were free to expand the concept to other situations, such as conducting mock job interviews, pretending to find a new apartment or trying to contact a physician. In most all these cases, the learners were comfortable assuming a different character than the one they have every day.

...EVERYONE CAME OUT OF THE EVENING WITH MORE THAN A NEW SPOUSE OR MOTHER-IN-LAW.

THE WEDDING. By the end of the quarter, we were ready to unveil the idea of a Talk Time wedding on the unsuspecting brides and grooms-to-be. Our plan for the session was to have the students divide into different families, assume different familial roles (mother, grandfather, siblings, etc) meet the family of the spouse and make all of the necessary arrangements for the ceremony.

As complicated as it seemed during the planning stages, the students did a fantastic job at quickly entering into their new identities and exploring what it meant to be getting a new family connection. In addition, everyone came out of the evening with more than a new spouse or mother-in-law. People learned about family relationships, weddings in different traditions and how to reach a consensus with people from other cultures.

Everyone also had a lot of fun. Dressed in robes, we officiated over the marriage of Dominguez Garcia to Sun Nguyen and Bill Jones to Elizabeth Federov. A photographer was even present to capture the traditional cutting of the wedding cake!

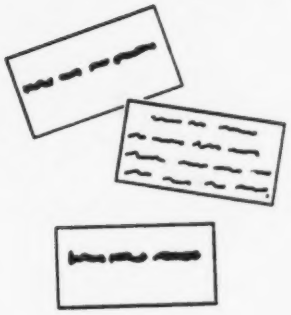
As the evening came to a close, the students seemed reluctant to shed their new identities. Comments like "He's not good enough for my daughter!" and "My son is looking for a wife," and "We're off to Hawaii for our honey moon!" as people were walking out the door told us that the participants were accepting and excited about this new form of ESL instruction.

The lesson that we learned was that role playing can be used successfully if students understand what it means to assume a new identity. Once this initial gap is breached, anything is possible! Creativity is the key element to the whole project.

If you would like more information about using role playing in your Talk Time sessions, or if you need a wedding performed, please contact us at 206-382-4511.

FIND THE TITLE

This activity helps students learn to predict the subject of a reading. Research shows that when students' minds are set up for an idea, comprehension of a reading will increase. This activity allows the students to match the title to the story or the story to the title.



Preparation:

Tutors select some articles from newspapers or magazines that they feel are appropriate for the students.

Procedure:

1. Tutors write the title of several articles and the first paragraph of articles on cards.

2. Together the students and tutors read the titles and predict the contents of the articles or stories. Some idioms or slang may have to be introduced in order for the students to understand some of the titles.

3. The cards are handed out and the students match the title with the paragraph.

Follow-up:

Together the students and tutors discuss the titles and stories and further try to predict the contents of the articles or stories. This activity can also be done where the pictures and the stories or titles are matched.

from Kathy Kardok - Volunteer ESL / Refugee Concerns Conference 1993

READ AND DRAW

This activity gets the students to demonstrate their comprehension of a reading passage through a visual mode.

Preparation:

Divide a reading passage from a story into five or six easy to read parts and write each part on an index card.
Make sure the reading you pick is one that lends itself well to drawing. Make sure each part has elements in it that can be drawn.

Procedure:

1. Explain the activity. The students will read their passage from the story and then draw a picture illustrating the part that they read.

2. After they have drawn their pictures from the story, post the drawings.

3. Have each student tell what is in his/her drawing.

4. Have students put the pictures and passages from the story in correct order.

5. Note that lower level students will need much more presentation before they can do the activity. They may need to work one day on the reading passage, then do this drawing activity as a follow-up the next day.

from Kathy Kardok - Volunteer ESL / Refugee Concerns Conference 1993

INFORMATION GAP ACTIVITY

This activity allows students to practice problem sounds.

Preparation: Tutor makes up an information gap chart using sounds which are difficult for his/her students.

Procedure:

1. The tutor and the students sit back to back and each has a different chart.
2. Student is instructed to ask and answer questions in complete sentences which may be challenging because of the difficult sounds incorporated into the exercise.

PRONUNCIATION PRACTICE

Ask your partner what items the people (listed on the left side) bought at the shops (listed along the top). For example: What did Thorton buy at Bill's Bakery? Write the answers in the blank squares.

	Pete's Pet Shop	Bill's Bakery	Shirley's Shop	Betty's Boutique	Thelma's Fashionable Vehicles
Thorton	pampered poodles		shiny seashells	perfect fitting pants	
Paul	fantastic pet fish	buttermilk biscuits			shiny sporty Chevrolet
Mr. Parker				shocking pink socks	
Sue	cheap sheepdogs	strawberry shortcake			fully equipped vacation van
Ted			torn paper tents	double breasted plaid blazers	

from Kathy Kardok - Volunteer ESL / Refugee Concerns Conference 1993

PRONUNCIATION PRACTICE

Ask your partner what items the people (listed on the left side) bought at the shops (listed along the top). For example: What did Thorton buy at Pete's Pet Shop? Write the answers in the blank squares.

	Pete's Pet Shop	Bill's Bakery	Shirley's Shop	Betty's Boutique	Thelma's Fashionable Vehicles
Thorton		buttery buns			thick treed Toyota
Paul			cheap shotgun	goat haired coat	
Mr. Parker	slithering slimy snakes	bubbly blueberry pies	perfect pewter pots and pans		foreign pick up truck
Sue			thirty thin turquoise turtles	bellbottom bluejeans with pearled pockets	
Ted	pretty feisty peacocks	crunchy chocolate chip cookies			gorgeous cool convertible

BEST COPY AVAILABLE

STUDENT DICTATION

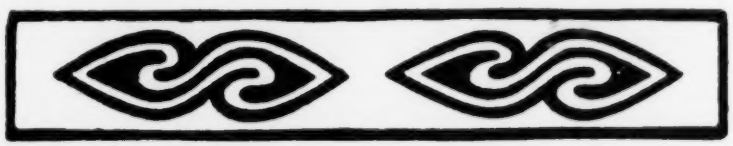
This is a time-consuming activity, but can be very rewarding.

Preparation:

Students are asked to write one or two long sentences.

Procedure:

1. Explain to the students that they are going to dictate their sentences, but this is not going to be a listening test.
2. Students will be writing what they hear dictated in order to help the speaker analyze his or her own speech weaknesses. This can be useful for everybody, since most errors are typical and students should be doing this activity to avoid making the same mistakes. Help from other students can build good rapport as long as group criticism is avoided.
3. The speaker will dictate their sentences. Other students should write what they hear, leaving blank spaces for words they cannot catch the first time. The speaker reads their sentences again and the students can check their work.
4. Ask the speaker and two other students to write their versions on the board. The listeners' versions can now be compared with the original.



Cautionary Notes:

1. This activity is going to be more successful in a mixed language group. When students all speak the same native language, they tend to understand each others' second language errors.
2. Students are often hesitant to listen to a dictation from a non-native speaker. The teacher should reassure the class that this is an activity that can help both speakers and listeners with speaking and listening skills.

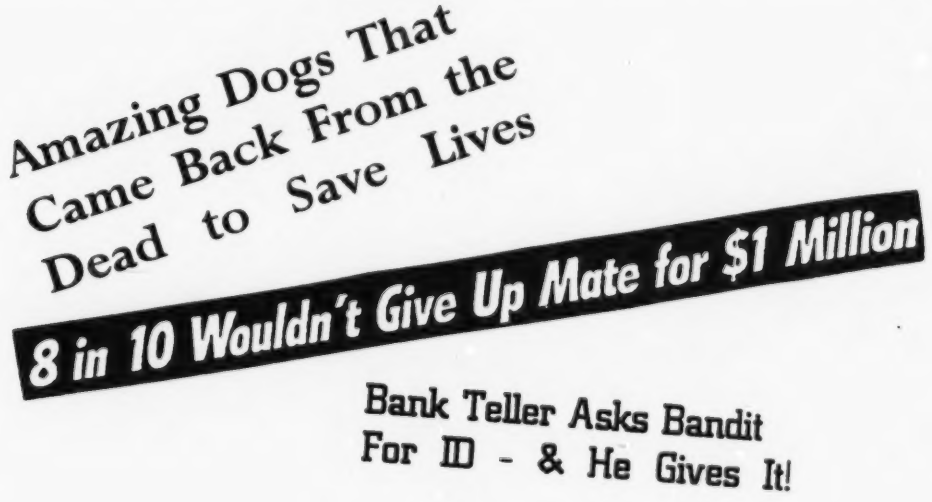
from Kathy Kardok - Volunteer ESL / Refugee Concerns Conference 1993

AUTHOR, AUTHOR

This is a writing activity that allows students to be creative and write articles to match titles. Student will also be predicting the content of readings.

Preparation:

Tutors select titles to stories and articles and present them to the students. These titles should be appropriate for the students' level and of interest to the students.


Amazing Dogs That
Came Back From the
Dead to Save Lives
8 in 10 Wouldn't Give Up Mate for $1 Million
Bank Teller Asks Bandit
For ID - & He Gives It!

Procedure:

1. Tutors and students read the titles and begin to predict the content.
2. Students write the first paragraph to match the title.

Follow-Up

Together, tutors and student talk about their writing. This activity can also be done where the student writes a title to go along with a chosen paragraph.

from Kathy Kardok - Volunteer ESL / Refugee Concerns Conference 1993

CULTURAL AWARENESS ACTIVITIES

Cultural awareness includes both the awareness of American culture by students from other cultures, as well as the awareness of the students' culture by American tutors.

Below is a listing of activities which aid in developing cultural awareness between the tutor and students. Cultural awareness activities can open the door to more language conversation skills.

Photographs - one day you might bring your photographs and another day your students can bring their photographs.

Maps - bring maps of your students' countries. They can be a useful way to find out more about your students and their countries. Also find out what refugee camps they stayed in or other countries they've visited. Bring maps of the United States. Bring maps of the world.

Holidays - set up activities which give the students an opportunity to talk about the holidays of their countries. Use a calendar to find out when the holidays occur. Ask the students to draw pictures of how people celebrate a particular holiday and then ask the students to describe them. Involve your students in preparing for American holidays, (e.g Making cookies, decorating a tree, decorating Easter eggs, designing Halloween costumes, etc.)

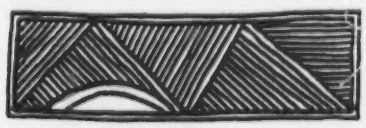
Food - foods can be a fun way to find out more about another culture. Teach your students how to make American style food. Teach them to read a cook book, to use measuring spoons and cups. Have your students describe step-by-step how to cook foods of their countries. Have the students take you to a store to buy the ingredients of the food.

Field trips - go to watch sports games, visit a museum, take a tour of the local historical society, visit the zoo, go on a picnic to a lake, visit a nature center or arboretum.

Magazines - bring in magazines for your students to look at and read. *Life* is a colorful magazine and an be used to learn more about American culture. Look up articles about you students' countries in old issues of *National Geographic*.

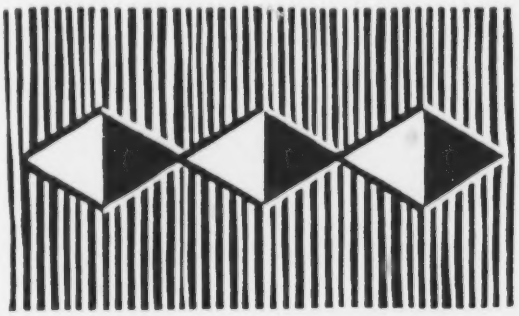
Newspaper - cut out articles in the newspaper which describe aspects of American culture. Read them to your students. If the article is too difficult rewrite it in your own words using vocabulary more suitable to your students' levels. Discuss the content. Use it as a dictation.

T.V. - television offers a multitude of opportunities for your students to begin understanding American culture. Watch a T.V. show with your students. Or ask your students to summarize T.V. shows they watch during the week.



from *Word by Word: Volunteer Tutor Training Manual*, Minnesota Literacy Council 1988

Movies - movies can be long and difficult to understand. However, it is worth a try to take your students to a movie. Preview the movie ahead of time so that you can discuss it with your students before going to watch the movie.



Other topics that might interest your students:

Camping
Friendship
Dating
Marriage
Sports activities for each season
Child rearing
Death
Treatment of aged
Visiting
Diet
Religions
Education
American conversation topics

UPCOMING CONFERENCE

Building Bridges

Part One: Connecting Human Resources and Education Agencies to Improve Services for Adults with Learning Disabilities

Part Two: Improving Services for Adult Learners

Coordinated By: Adult Basic and Literacy Educators Network of Washington

When and Where: November 10-12 Bellevue Red Lion Hotel, 300 112th Avenue SE

Register by: October 29, 1993

Information: Heather Rodriquez 206-587-3880

Registration Fee: $85.00

The purpose of this exciting two-part conference is to build bridges between policy makers and practitioners in education, human services, and employment and training to enable adults with learning disabilities to move from dependency to self-sufficiency.

The Training Project
Tacoma Community House
P.O. Box 5107
Tacoma, WA 98415

Non-Profit Org
U.S. Postage
PAID
Permit No. 413
Tacoma, WA

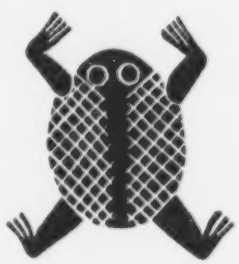
VOLUNTEER VOICE

Bibliography Issue Volume XI Fall 1993
Tacoma Community House Training Project

Funded by the WA Division of Refugee Assistance

BIBLIOGRAPHY

These are some of the books that the Training Project has found most useful and interesting for ESL tutors and teachers - "new finds" as well as tried and true "classics". Of course there's no such thing as a perfect text, so you may have to pick and choose or adapt some of these materials to the particular needs of your student(s). Each person has his or her own style and approach to teaching, so different texts work for different tutors. We have included a sampling of books for a wide range of student levels and skills.



After each description we've indicated the level of student the book is most appropriate for: **1** (Survival Level/Preliterate), **2** (Beyond Survival Level) and **3** (Higher Level). These levels correspond to those in the Training Project's progress checklist starting on page 89 of Tutoring ESL: A Handbook for Volunteers and also to the levels of the Washington State Core Competencies. Some of the books are for the tutor's reference only, and these we have indicated with **R**. Those books with a * can be found at The School of Teaching ESL Bookstore in Ballard.

Feel free to come and browse through the Training Project's collection, which contains most of these books, at the Tacoma Community House. See the last page for information on how order any of the books in the bibliography. This information was updated in August 1993, but prices may vary between distributors and are subject to change. If you need any assistance or more information, give us a call at 682-9112 (from Seattle) or (206) 383-3951.

ACTIVITIES

▸ **Communication Starters and Other Activities for the ESL Classroom** *Judy Winn-Bell Olsen, 1977, Alemany Press, $24.45 (Alta)*

Many different activities for all levels of students. 1 2 3

▸ **Conversation Inspirations** *Nancy Ellen Zelman, 1986, Pro Lingua Associates, $9.95*

This book explains how to organize six different conversation activities: talks, interview, role plays, problems, chain stories, and discussions. ***2 3***

Materials: A collection of different objects which can be described easily by adjectives which the students know, such as *rough/smooth, clean/dirty, round/square*, or different colors.

Directions: Spread all the objects out on the table. The person who is It thinks of one of them. He or she might be thinking of a sea shell.

Student 1: Is it square?
It: No, it isn't.

from **Games and Butterflies**

▸ **Drawing Out** *Sharron Bassano and Mary Ann Christison, 1992, Alemany Press, $19.95 (Prentice Hall Regents)*

Reproducible pages with space for student drawings that provide a focus or stimulus for oral interaction or written expression. Students are encouraged to talk about their experiences and feelings. 1 2 3

▸ **Games and Butterflies** *Katherine Kennedy and Ellen Sarkisian, 1979, New Readers Press, $8.95*

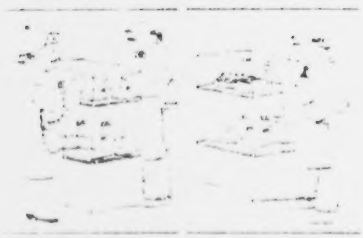
Games to reinforce all the language skills.
1 2 3

▸ **Index Card Games for ESL** *Raymond Clark, 1982, The Experiment Press, $9.50 (Alta)*

Six basic games that can be adapted to all levels of students to practice literacy and conversational skills. 1 2 3

▸ **101 Word Games** *George McCallum, 1980, Oxford University Press, $9.95 (Alta)*

Another grab bag book. Lots of games -- some classic, some original -- all great ideas to liven up a class or tutoring session. Most games are designed for small groups but can be adapted to the tutoring situation. 1 2 3



from **Purple Cows and Potato Chips**

▸ **Purple Cows and Potato Chips** *Mary Ann Christison and Sharron Bassano, 1987, Alemany Press, $24.50 (Alta)*

A wide variety of fun activities that encourage the use of all senses. **1 2 3**

▸ **Springboards: Interacting in English** *Richard Yorkey, 1984, Addison-Wesley, $10.75 (Alta)*

Lessons that develop reading and writing and encourage oral communication. Memory puzzles, logic games, crossword puzzles and other fun activities can change classroom pace. **3**

▸ **Stepping Out: A Teacher's Book of Real-Life Situations** *Cristine Bunn and Sharon Seymour, 1989, Collier Macmillan, $27.50 (Delta)*

Practicing with calendars, want-ads, price tags, maps, menus and schedules to stimulate conversation, and fill-in-the-blank activities.
1 2

▸ **Storylines: Conversation Skills Through Oral Histories** *Priscilla Karant, 1988, Heinly and Heinly Publishers $14.95*

Conversational skill practice through role plays of the characters. Each chapter involves interviewing one of the characters and learning about his or her past. For small groups. **3**

▸ **Talk About Values: Conversation Skills for Intermediate Students** *Irene E. Schoenberg, 1989, Longman Inc., $12.95 (Alta)*

Drawings, situations, and exercises encourage students to discuss values. A variety of fun activities allow the students to talk about their lives. **3**

The Recipe Book: Practical Ideas for the Language Classroom *Seth Lindstromberg, 1990, Longman, $17.95*

An anthology of language learning activities as well as numerous suggestions for their variation and extension. **1 2 3**

from **Talk About Values**

BEST COPY AVAILABLE

COMPREHENSIVE TEXTS

▸ Conversation Book: English in Everyday Life *Tina Carter and Sandra Fotinos, 1985, Prentice Hall Regents, Books 1 and 2 $9.90 each*

Many small drawings provide topics for conversation and illustrate everyday situations. Dialogs, questions, and open-ended activities, plus writing activities. 2 3

from Here to Stay

▸ Here to Stay in the USA: ESL/US Studies for Beginners *Timothy Maciel with John Duffy, 1990, Alemany Press, $7.25, Free Teacher's Manual (Prentice Hall Regents)*

Units based on topics such as Housing, Health, and Shopping include photos, illustrated short readings, TPR scripts, communication strategies, US information, and listening, conversation, reading, and writing activities. 2

▸ Get Up and Go! *Dennis R. Johnson, 1991, Dominie Press, $9.50, Teacher's Guide $11.95*

A multi-skill text for beginning literacy learners who have a limited degree of literacy. A teacher's guide is available. 2

▸ A New Start: Functional Course in Basic Spoken English and Survival Literacy *Linda Mrowicki and Peter Furnburough, 1982, Educational Books, Student's Book $9.50, Teacher's Book $13.95, Literacy Workbooks 1 $7.95 and 2 $7.50 (Dominie)*

Survival curriculum for adult learners who are either literate or preliterate. Emphasizes oral skills, but introduces survival literacy such as reading signs. 1 2

▸ Survival English: English through Conversations Lee Mosteller and Bobbi Paul, 1985 (Book 1); Lee Mosteller and Michele Haight, 1988 (Book 2), Prentice Hall Regents (bk 1) $9.90 and (bk 2) $10.00

Dialogues are centered around survival topics and introduce basic grammar patterns and are followed by a variety of practice activities. Many illustrations reinforce new vocabulary. 2

from Survival English

CULTURE

▸ **American Cultural Patterns: A Cross-Cultural Perspective** *Edward C. Stewart, 1991, Intercultural Press,* $15.95

A classic study of the assumptions and values of mainstream American culture as contrasted with other cultures of the world. Provides insight into the underlying patterns of U.S. culture and deepens one's knowledge and awareness in interacting with those from a different culture. R

▸ **The Culture Puzzle: Cross-Cultural Communication for English as a Second Language** *Deena Levine, Jim Baxter and Piper McNulty, 1987, Prentice Hall Regents, $15.50*

Includes culture notes with examples of common misunderstandings and readings on key concepts from the field of cross-cultural communication. Focuses on how to use American English appropriately in its cultural context. 2 3

▸ **Face to Face: The Cross-Cultural Workbook** *Virginia Vogel Zanger, 1985, Intercultural Press, $16.25 (Alta)*

Students examine the similarities and differences between their own cultures and American cultures through readings and structured interviews with Americans. American values, customs, attitudes and non-verbal communication patterns are addressed. 3

▸ **Good Neighbors: Communicating with Mexicans** *John Condon, 1985, Intercultural Press, $11.95*

Examines the relationship between U.S. citizens and Mexicans, and gives insight into some of the cultural differences and potential areas of miscommunication. R

▸ **Refugee Information Series** *United States Catholic Conference, 1984, $2.00 each*

One guide for each refugee group: Vietnam, Laos, Highland Laos, Cambodia, Afghanistan, Ethiopia, Poland, Romania, Czechoslovakia, Iran, Cuba and Soviet Jews. Contains a brief history, cultural information and an update on the refugee crisis for each of these ethnic groups. R

▸ **The Working Culture, Book One: Cross-Cultural Communication for New Americans** *David Hemphill, Barbara Pfaffenberger, and Barbara Hockman, 1989, Prentice Hall Regents, book 1 and 2 $9.30 each*

Situations to be discussed explore aspects of American culture -- attitudes, manners, and customs. 3

from **The Culture Puzzle**

BEST COPY AVAILABLE

GRAMMAR

▸ **Basic English Grammar** *Betty Azar, 1984, Prentice Hall Regents, $16.20*

Full of grammar charts and exercises. Works well as a text for students with a lot of formal education or as a tutor reference. However, the vocabulary is too extensive and the explanations and exercises are too abstract to be effective with students with little or no formal education in their own language. **3 R (*)**

▸ **Grammar in Action** *Barbara H. Foley, 1990, Wadsworth Publishers, Books 1-3, $12.95 each*

This series is geared to students who may not have a strong background in formal grammar. Each unit is centered around a real-life situation or problem and introduces one grammatical item. Fun! **2 3**

▸ **Side by Side** *Steven J. Molinsky and Bill Bliss, 1992, Prentice Hall, Books 1A, 1B, 2A, 2B, $7.50 each.*

Each unit begins with a model conversation that highlights a specific grammar point. Students practice that structure using new content in the "guided conversations" that follow. Workbooks and reading books also available. **2 3 (*)**

How to Evaluate an ESL Text

Method:

Are the activities student-centered? Is the method consistent with your teaching approach and style?

Use:

Is the book easy to use? Is it flexible enough to be adapted to your student's needs and level? Are instructions to the teacher included or available.

Subject Matter:

Is the subject matter current and interesting? accurate? varied? appropriate for your student?

Appearance:

Is the book cluttered? Or easy to look at? Are the illustrated lively, realistic? clear? Do illustrations and photos represent both sexes? different races and ethnic groups?

Exercises and Activities:

Is there a variety of exercises and activities? Are they appropriate for a one-on-one situation or do they require a group? Do they promote meaningful communication? Is there adequate review of past lessons?

Culture:

Are sexist, racist and ethnic stereotypes avoided.

LANGUAGE LEARNING & TEACHING METHODS

▸ Language Teaching Techniques *Raymond Clarke, 1987, Pro Lingua Associates, $10.95*

A good basic teaching manual for the beginning tutor with clear explanations, good examples and delightful illustrations. As the author states in his preface, "A book such as this one probably contains little that is truly original", but the techniques are tried and true and worth passing on.

▸ Learning Another Language Through Action, 3rd Edition *James Asher, 1986, Sky Oaks Publications*, $12.95

A complete guidebook on the Total Physical Response approach to teaching language.

▸ The Natural Approach: Language Acquisition in the Classroom *Stephen Krashen and Tracy Terrel, 1983, Alemany Press, $24.15 (Alta)*

Presents the authors' comprehensive view of how language is acquired and how it can best be taught in the classroom.

▸ One to One: A Teacher's Handbook *Peter Wilberg, 1987, Language Teaching Publications, $19.95 (Alta)*

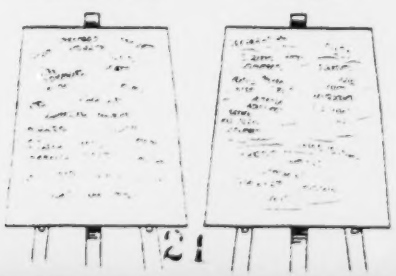
Explores in-depth the unique advantages of tutoring language one-on-one. Includes several techniques and different roles a tutor can assume.

▸ Teaching Multilevel Classes in ESL *Jill Bell, 1988, Dominie Press, Inc., $14.95*

A bible for teachers facing the challenge of mixed-level groups. Includes several chapters on methodology with detailed suggestions for activities and exercises.

▸ Techniques and Principles in Language Teaching *Diane Larsen-Freeman, 1986, Oxford University Press, $9.95 (Alta)*

An analysis and comparison of eight common language-teaching methods for new and experienced teachers.



from One to One

LISTENING

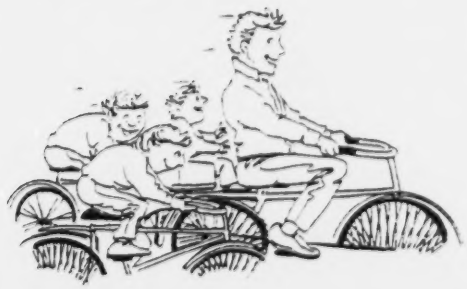
▸ **Before Book One: Listening Activities for Pre-Beginning Students of English** *Mary Ann and John Boyd, 1982, Regents Publishing Co., Student Book $10.76, Teacher's Manual $18.45, Cassettes $98.50 (Alta)*

Activities center on listening and non-verbal responding based on communication situations, e.g., writing down a phone number. Designed for very low-level students. **1**

from **Before Book One**

▸ **Listen to Me!** *and* **Now Hear This!** *Barbara H. Foley, 1985, 1984 Heinly and Heinly Publishers Inc. $15.95 each*

Illustrated narratives and conversations on high interest topics (i.e. "Back in School", "On Strike", "Friday the 13th") followed by listening comprehension and discrimination exercises. Teacher's script in back of book; cassettes available. **2 3**



from **Listen to Me!**

▸ **Ready? Listen!** *John Croes, 1989, Dominie Press Inc., Student Book $6.95, Teacher's Manual $12.95*

Developed to supplement the ESL curriculum used at Southeast Asian refugee camps, these listening exercises cover competencies such as housing, transportation and health care. **1 2**

▸ **Small Talk** *Carolyn Graham, 1986, Oxford University Press, $12.95, Cassettes $29.95 (Alta)*

"Jazz chants" use rhythm and repetition to teach English structures, conversational phrases, intonation and pronunciation. Organized by functions such as "Saying Good-bye" and "Giving and Receiving Thanks", each unit including chants from beginning to advanced levels. Exercises follow. Teacher's instructions included. **2**

from **Ready? Listen!**

▸ **Teaching Listening Comprehension** *Penny Ur, 1984, Camridge University Press, $13.95 (Alta)*

An in-depth discussion for the ESL teacher of what is involved in understanding spoken language. This book offers ways to design exercises for your students that address particular listening comprehension difficulties. **R**

LITERACY

▸ **First-Class Reader: An Integrated Skills Approach to Literacy** *Sharron Bassano and John Duffy, 1990, Alemany Press, $19.95 (Prentice Hall Regents)*

A beginning reader, starting with listening exercises and working up to writing words, phrases, and short sentences. Reproducible pages. 1 2

▸ **Language Experience Approach to Reading (and Writing): LEA for ESL** *Carol Dixon and Denise Nessel, 1983, Alemany Press, $15.95 (Prentice Hall Regents)*

A good introductory book on theory and a detailed guide to using LEA at all levels. 1 2 3

▸ **Impact! Adult Literacy and Language Skills** *Janice Motta and Kathryn Riley, 1982, Addison-Wesley, Books 1, 2, and 3 $9.95 each, Teacher's Guides $6.50 each (Alta)*

Each lesson includes a detailed illustration to stimulate conversation, a story, and exercises to check comprehension. 2 3

▸ **In Print: Beginning Literacy Through Cultural Awareness** Lynellyn D. *Long and Janet Spiegel-Podnecky, 1988, Addison-Wesley, Student Book $10.75, Teacher's Manual $10.75 (Delta)*

A reading and writing text for low level literacy students. Many pictures and exercises to draw out discussion of cultural issues. Suitable for native English speakers as well. 1 2 (*)

▸ **Picture Stories: Language and Literacy Activities for Beginners** *Fred Ligon and Elizabeth Tannenbaum, 1990, Longman, $12.95 (Addison-Wesley)*

Picture stories based on cultural topics, followed by a variety of exercises such as matching, fill-in-the-blank and ordering. 1 (*)

from In Print

▸ **Start Right! A Positive Approach to Literacy** *Karen Brinkman and Joanie Walker, 1991, Prentice Hall Regents, $9.30*

Taking a holistic approach to literacy, this book encourages the development of reading and writing at the same time that students develop speaking and listening skills. Teacher's guide available. 1

▸ **A Writing Book: English in Everyday Life** *Tina Kasloff Carver, Sandra Douglas Fotinos, and Christie Kay Olson, 1982, Prentice Hall Regents, $8.50*

Practical writing skills with such topics as banking, writing letters and other everyday tasks. Not suitable for pre-literates. 2 3

MISCELLANEOUS

▸ **ESL Teacher's Holiday Activity Kit**
Elizabeth Claire, 1990, Prentice Hall $27.95

Ready-to-use reading selections, games, projects, visuals, and exercises for teaching American holiday customs, concepts, and vocabulary. 1 2 3

from ESL Teacher's Holiday Activity Kit

▸ **Family Talk Time Curriculum** *Judy DeBarros and ReWA Staff, 1992, Refugee Women's Alliance, nominal charge*

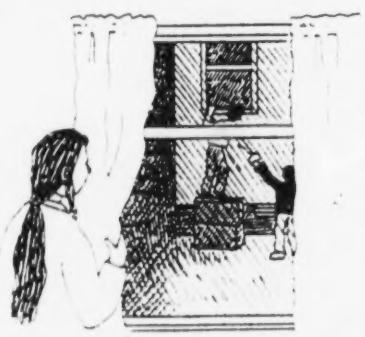
The problem prosing approach is applied to parenting issues commonly faced by refugees and immigrants. Each unit is illustrated and includes discussion questions, related grammar exercises, and suggestions for additional activities. 1 2 3

▸ **Preventive Mental Health in the ESL Classroom: A Handbook for Teachers**
J. Cohon, et al, 1986, American Council for Nationalities Service, $6.50

Discusses the role of the ESL teacher in the resettlement process for refugees. Because of the traumatic experiences that refugees often go through and the difficulty of adjusting to life in a different culture, refugees are at greater risk for mental health problems than the population at large. The ESL class can play an important role in reducing the psychological distress refugees may experience. Ways to help students with stress reduction and mental health difficulties are suggested. R

▸ **Problem Solving: Critical Thinking and Communication Skills** Linda W. Little and Ingrid A. Greenberg, 1991, Addison-Wesley/Longman, $15.00

Problem-solving stories and dialogues are based on problems and experiences shared by students in the authors' ESL classes. The book is organized into topical units (housing, family, health, etc.) and exercises emphasize discussion, cultural comparisons and decision making. 2 3

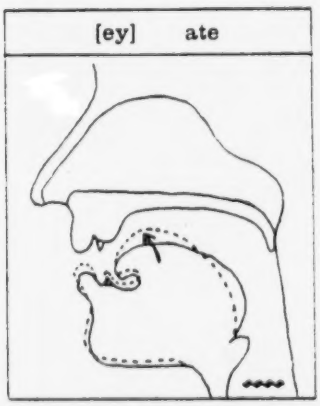


from Family Talk Time Curriculum

PRONUNCIATION

▸ **Back and Forth: Pair Activities for Language Development** *A. Palmer, T. Rodgers and J. Winn-Bell Olsen, 1985, Alemany Press, $24.50 (Alta)*

Pair activities to stimulate listening and speaking skills. Various activities involve a detailed information exchange between partners that not only gives students conversation practice, but also requires correct pronunciation to communicate. **3**



from **English Pronunciation Exercises for Japanese Students**

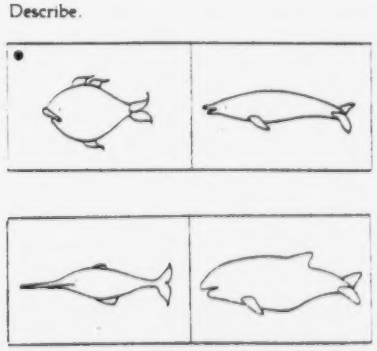
▸ **English Pronunciation Exercises for Japanese Students** *Harriet Grate, 1974. Regents Publishing Co., $20.30 (Alta)*

Probably the best overall text for improving pronunciation of most ESL students, regardless of origin. Includes a diagnostic checklist and many drills. **1 2 3**

from **Whaddaya Say?**

▸ **Whaddaya Say? Guided Practice in Advanced Spoken English** *Nina Wallerstein, $14.30 (Alta)*

Helps students improve their listening comprehension of informal, everyday, spoken English. Contrasts careful, slow pronunciation with relaxed, fast pronunciation. **3**



from **Back and Forth**

STORYTELLING

▸ Bridge Across the Americas: Favorite Hispanic Stories *Penelope Cameron, 1991, Dominie Press, Inc., $8.95*

Thirteen stories from Latin America, graduated in difficulty. Includes anticipation, comprehension, vocabulary and discussion activities. 3

▸ The New Arrival: ESL Stories for ESL Students *Laurie Kuntz, 1982, Alemany Press, Books 1 and 2 $11.15 each (Alta)*

Short, personal stories about a Lao refugee who flees to a refugee camp and comes to the U.S. Provides conversation, reading, and writing activities. 1 2 (•)

▸ Stories We Brought With Us: Beginning Readings for ESL *Carol Kasser and Ann Silverman, 1986, Prentice Hall Regents, $19.25 (Alta)*

A collection of very short readings from around the world, each followed by true/false, matching, grammar, vocabulary, and comprehension exercises. Each story is presented in two versions - one simple and the other more complex. 2 3

from Tales from the Homeland

from The New Arrival

▸ Stories to Tell Our Children *Gail Weinstein-Shr, 1992, Heinle & Heinle, $13.50*

This book is an anthology of fourteen stories collected from immigrants and refugee students. Each one is accompanied by activities designed to invite adults who are new users of english to respond to the stories, and to tell their own as they develop reading and writing skills. 1

▸ Tales from Around the World: Stories for Whole Language Learning *Jeanne B. Becijos, 1991, Dominie Press* $8.95

Twelve folktales representing different areas of the world, with geographical, historical, and cultural information. Includes anticipation, comprehension, grammar, journal, and discussion activities. 3

▸ Tales from the Homeland: Developing the Language Experience Approach *Anita Bell and Som Dy, 1985, Tacoma Community House, $8.95*

A guide for using the language experience approach, using student stories by a Cambodian woman as examples. 1 2

VOCATIONAL ESL

from The Working Culture

▸ The Working Culture, Book Two *David Hemphill, Barbara Pfaffenberger, and Barbara Hockman, 1989, Prentice Hall Regents, $9.30*

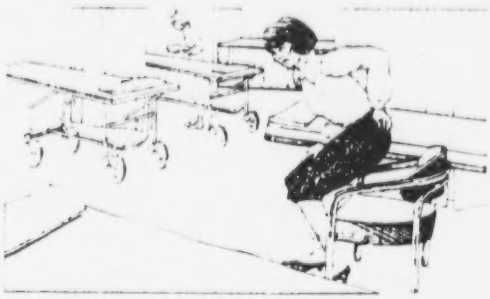
A good book on career development -- job counseling, applying, training, and promotions. 3

▸ ESL for Action: Problem Posing at Work *Elsa Auerbach and Nina Wallerstein, 1987, Addison-Wesley, $12.95, Teacher's Manual $6.50 (Alta)*

Lessons for the workplace based on Freire's problem-posing approach. 3

▸ Speaking Up at Work *Catharine Robinson and Denise Rowekamp, 1983, Oxford University Press, $9.75, Teacher's Manual $5.50 (Alta)*

Pre-employment curriculum for students with some literacy skills. Emphasizes languages activities which help students maintain and advance in their jobs. 2



from ESL for Action

The Working Experience *Jeanne Smith and Harry Ringel, 1991, New Readers Press, Books 1, 2, and 3 $4.50 each*

Excersizes and follow-up activities in this vocabulary and word analysis, expand reading and comprehension skills, and reinforce basic grammar patterns based on working experiences. 1 2 3

from Speaking Up at Work

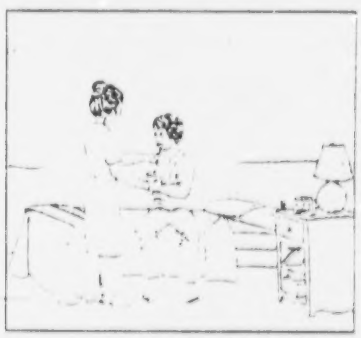
VISUALS

▸ **Action English Pictures** *Maxine Frauman-Prickel, 1985, Alemany Press, $19.95 (Prentice Hall Regents)*

Contains over 50 picture sequences of daily events. Can be used to build vocabulary, practice grammatical structures, incorporate into TPR activities, or as the basis for conversational and written activities. **1 2 3**

▸ **Look Again Pictures for Language Development and Lifeskills** *Judy Winn-Bell Olsen, 1985, Alemany Press, $19.95 (Prentice Hall Regents)*

Lessons designed around pairs of pictures. As students identify the differences between the pairs, they practice vocabulary and grammar, and explore aspects of American culture. **1 2 3**



from **Speaking of Pictures**
Book Two

▸ **Looking at American Signs: A Pictorial Introduction to American Language and Culture** *Jann Huizenga, 1990, National Textbook Company (Alta), $4.95*

Many real-life photos on a variety of practical topics. Excellent visual aids for any level.
1 2 3

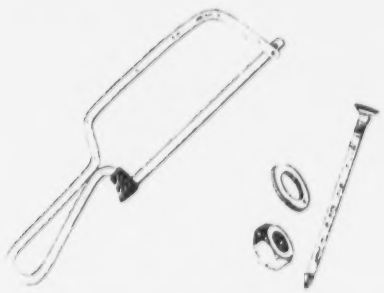
from **Speaking of Pictures**
Book One

▸ **New Oxford Picture Dictionary of American English** *E.C. Parnwell, 1984, Oxford University Press, $7.95 (Workbook also available) (Alta)*

Each page illustrates a topic (e.g., Tools, The Law, Kitchen), with vocabulary lists.
1 2 3 (*)

▸ **Speaking of Pictures** *Kathleen Kelley Beal, 1981, Steck-Vaughn Co., Books 1, 2, and 3 $7.84 each, Teacher's Guides $6.95*

Each book contains 20 full page line drawings of life scenes with suggestions for vocabulary development, TPR activities, conversation, storytelling, and written pattern practice. Teacher's guides suggest additional activities using the outside world as teaching tools. The variety of activities using concrete pictures make this series adaptable to various levels.
1 2 3



from **New Oxford Picture Dictionary of American English**

ORDERING INFORMATION

It's easiest to order books by phone through a distributor such as Alta or Delta. These are included in parentheses after each listing in the bibliography. Otherwise, contact the publisher. Here's the information you'll need.

Addison-Wesley/Longman Publishing Group
(800) 447-2226
Customer Service Department
Route 128
Reading, MA 01867

Alta Local Representative (206) 839-6638
Warren Beecraft
P.O. Box 3481
Kent, WA 98032

Alta Book Center (800) ALTA/ESL
14 Adrian Court
Burlington, CA 94010

American Council for Nationalities Service
(212) 532-5858
95 Madison Avenue
New York, NY 10016

Delta Systems, Inc. (800) 323-8270
570 Rock Road Dr., Unit H
Dundee, IL 60118

Dominie Press, Inc. (800) 232-4570
5945 Pacific Center Blvd.
San Diego, CA 92121

Intercultural Press, Inc. (207) 846-5168
P.O. Box 700
Yarmouth, ME 04096

Heinly and Heinly (800) 842-3636
Harper and Row Publishers
Keystone Industrial Park
Scranton, PA 18512

New Readers Press (800) 448-8878
Box 131
Syracuse, NY 13210

Prentice Hall Regents (800) 947-7700
Mail Order Processing
200 Old Tappan Road
Old Tappan, NJ 07675

Pro Lingua Associates (800) 366-4775
15 Elm Street
Brattleboro, VT 05301

Refugee Women's Alliance (206) 721-0243
3004 S. Alaska
Seattle, WA 98108

Steck-Vaughn Company (800) 531-5015
P.O. Box 26015
Austin, TX 78755

Tacoma Community House (206) 383-3951
P.O. Box 5107
1314 S. "L"
Tacoma, WA 98415

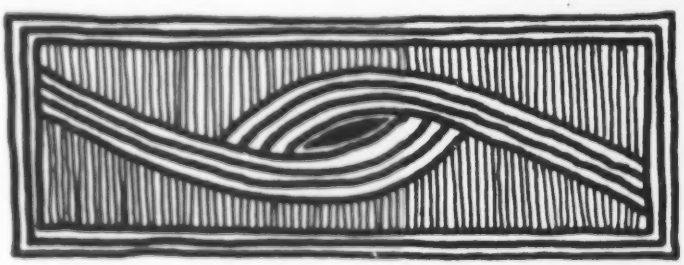
USCC (202) 541-3000
Migration and Refugee Service Dept.
1312 Massachusetts Avenue N.W.
Washington D.C. 20005

Wadsworth Publishers (800) 842-3636
7625 Empire Dr.
Florence, KY 41042

BOOKS BOOKS BOOKS

The School of Teaching ESL Bookstore
2601 NW 56th Ave. (Ballard)
(206) 781-8607

The School of Teaching ESL Bookstore in Seattle carries a wealth of ESL books and materials f you to purchase on site - no mail orders. Its collection includes resource manuals, textbook student-written readers and other teaching aids such as pocket charts, cuisinaire rods and casette The store is generally open from 9:00 to 4:00 Monday through Friday. (Call to make sure someo is there.)



The Training Project
Tacoma Community House
P.O. Box 5107
Tacoma, WA 98415

Tacoma Community House

THE TRAINING PROJECT NEWS

Volume XI
No. 2
Spring 1994

Funded by:

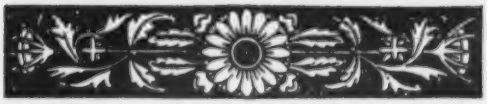
the WA Division of
Refugee Assistance

and

the State Board
For Community
And Technical Colleges

The Tacoma Community House Training Project began in 1982 with funding from the Washington State Division of Refugee Assistance (DORA) to provide technical assistance to volunteer ESL programs serving refugee students throughout Washington State. Since that time, it has supported over 100 programs in 18 counties, conducting 365 Basic ESL Trainings and 340 Inservice Workshops for over 10,000 participants, produced six books, developed a large ESL resource library, produced periodic newsletters, and organized twelve statewide conferences. The Project has recently expanded its funding sources to include the State Board for Community and Technical Colleges in a joint contract with Washington Literacy to provide technical support to the volunteer programs receiving the Volunteer Tutor Coordination grants. The additional service fees and SBCTC funding have enabled the Training Project to offer support to any program in the state teaching ESL to refugees and immigrants. In addition, the Training Project has begun to offer Intercultural Communication in the Workplace Workshops for employers and service providers of limited English speakers.

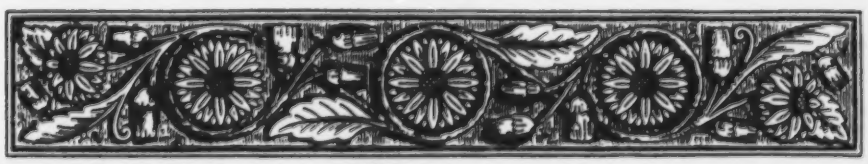
In spite of the Training Project's long history of service, there still seems to be some confusion about just what it is. Some people think the Training Project is the Tacoma Community House, and others are unaware of what the Training Project can provide for them around the state.



THE TACOMA COMMUNITY HOUSE TRAINING PROJECT

Tacoma Community House, a private non-profit community based agency, has welcomed newcomers to the community since 1907. The bilingual staff at the Community House currently provides refugees and immigrants with translation, interpretation and emergency services in the Language Bank / Outreach Office and with job development and employment counseling in Employment Services. The Educational Department provides services quarterly to over 700 limited English speaking and undereducated adults in the English as a Second Language and Adult Literacy Programs. The ESL Program includes the Refugee Women's Project, Workplace Literacy, and ESL classes for adult refugees and immigrants. The Adult Literacy Program offers basic skills classroom instruction, volunteer tutoring, vocational counseling, Even Start parenting and GED preparation classes for both English speakers and limited English speakers transitioning into higher education or training. The Tacoma Community House buzzes with activity Monday through Thursday. If you are interested in observing any of these programs in action, call the Training Project to arrange a good time to visit.

THE TACOMA COMMUNITY HOUSE TRAINING PROJECT, the agency's only statewide program, currently provides support to 50 volunteer tutor programs teaching adult ESL students around the state with the following services:



VOLUNTEER ESL TUTOR TRAINING

The Training Project conducts pre-service Basic ESL Tutor Trainings (10 hours) and Inservice special topic workshops (1 - 3 hours) for screened, committed volunteer tutors in the programs we serve. Last year, the Training Project presented a total of 71 of these Trainings for 1,240 participants around the state.

ANNUAL VOLUNTEER ESL / REFUGEE CONCERNS CONFERENCE

The Training Project is now planning its twelfth annual statewide conference which attracts nearly 250 participants. The conference, offering over 30 workshops presented by ESL and resettlement professionals on ESL teaching methods and cultural information, is open to anyone interested in gathering more ESL teaching ideas and methods and gaining a deeper understanding of the refugee and immigrant experience.

VOLUNTEER ESL COORDINATOR MANAGEMENT SUPPORT

The Training Project conducts regional Volunteer Coordinator Share Meetings, workshops on management topics in a social setting for coordinators in programs in the south and north Puget Sound area in Tacoma and Seattle. Last year, workshop topics included Screening for Qualities, Student Generated Topics and Materials, and Drawing the Line. The Training Project also conducts Individual Consultation Visits to program sites or at the Community House for new programs or coordinators and Program Evaluation Visits for the SBCTC Volunteer Tutor Coordination Program. In November, the Training Project's Marilyn Bentson and Elisabeth Mitchell along with Alan Waugh from the ABLE Network and Chris Cassidy from Washington Literacy presented the 3rd Annual Volunteer Tutor Coordination Management Retreat. Elisabeth and Marilyn guided the participants through a simulated trip to the Oman Adult Literacy Tutoring Program which provided the springboard for the two day retreat focusing on building student centered programs.

MATERIALS DEVELOPMENT

Over the years, the Training Project has written and published a number of materials available through the Project:

Tutoring ESL : A Handbook for Tutors 1991 edition
Tales From the Homeland: Developing The Language Experience Approach
Partners in Learning: The First Five Years of the Volunteer Voice
Working Together
Volunteer ESL Program Coordinator Handbook
ESL Placement Test 1992 edition

ESL RESOURCE LIBRARY

The Training Project ESL Resource Library contains over 800 titles of ESL student and teacher materials, cultural information, and volunteer management resources. You are welcome to arrange a time to come peruse the books, copy selections, and get ordering information, but, as a resource library, the books are not available to lend or send. In addition to books, the library also contains some videos of cultural interest which can be lent to programs for a limited time.

INFORMATION AND REFERRAL

Yearly, the Training Project answers over 1,000 questions and requests from coordinators, ESL tutors and teachers, employers and other service providers regarding materials, training and referrals to other resources. If you are interested in learning more about any of the services described above, please call the Training Project at 206-383-3951 or 682-9112 from Seattle.

TACOMA COMMUNITY HOUSE
TRAINING PROJECT STAFF

While most of the Training Project trainers teach ESL in Seattle and trek around the state conducting workshops, the Training Project office in Tacoma is home base for **Marilyn Bentson**, Training Project Coordinator, and **Daphne Radock**, Program Assistant. Marilyn oversees the trainings, consults with program coordinators, conducts coordinator workshops, tends the budget, and develops materials. Daphne stays nearer the phone to register tutors for trainings and cheerfully answer most of your questions, designs our materials, and keeps the records straight. The seven trainers contracted with the Training Project bring a vast array of experience and tales to tell the participants in their workshops:

- **Anita Bell** was an ESL teacher, tutor trainer, and volunteer coordinator at the Tacoma Community House where she wrote *Tales From the Homeland: Developing the Language Experience Approach.*

- **Elisabeth Mitchell**, former Peace Corps volunteer in Oman and ESL teacher in Seattle, currently consults with staff at Refugee Women's Alliance where she developed a storytelling curriculum.

- **Jamie Treat,** Asian Counseling and Referral Service ESL program teacher, has taught refugees and immigrants for 15 years in Boston, Albuquerque and Seattle. She illustrated *In Print* and the *Training Project Placement Test.*

- **Rebecca Boon-Mills**, an ESL teacher for Seattle Central Community College, has taught ESL in Mexico, Japan and the Seattle area for 12 years.

- **Hilary Stern-Sanchez**, taught ESL and managed programs in Washington D.C. and Nicaragua, and she currently directs CASA, a program for the homeless Latino population in Seattle.

- **Alysan Croydon**, currently teaching ESL at the Refugee Women's Alliance, has taught ESL in Brazil, England, Egypt, and Portugal in addition to training teachers.

- **Kathleen Holloway**, currently teaching ESL at Seattle Central Community College, has taught ESL to immigrants and refugees in Seattle for 15 years. She has worked with Guatemalan refugees in Mexico.

INTERCULTURAL COMMUNICATION IN THE WORKPLACE

The Training Project also provides **Intercultural Communication in the Workplace** Workshops for employers and service provides of limited English speakers. The workshop is designed for people directly supervising or providing service to limited English speaking employees or constituents. The Training Project developed this training after visits to companies and agencies to interview managers, supervisors and staff and to observe the work situation. As a result, two workshop goals were developed: through a practical approach, participants gain skills both in giving clear messages that are more easily understood and using a process for resolving cultural misunderstandings. Specific incidents from the workplace are addressed in each workshop so that all participants return to work with practical strategies for overcoming misunderstandings and effectively communicating with all their workers and customers. Participants report after the workshop:

"When giving instructions, I'll anticipate the signals [my employees] are receiving to avoid misunderstanding."

"...it taught me to be more patient and understanding when dealing with a problem such as a language barrier. Not to jump to conclusions or become so easily irritated."

"...I now realize that I was assuming comprehension and not thinking of it from the other person's point of view."

"I feel that I can go back and apply my training and receive better communication from those I supervise."

The workshop is available on a limited basis to refugee employers through a Division of Refugee Assistance contract. The workshop is available on-site anytime to agencies and companies for a fee. For further information, call Marilyn Bentson at the Training Project.

KEEP TALKING!
CONVERSATION IDEAS

by Anita Bell

Successful conversation requires good listening skills, a relaxed atmosphere, and an eagerness to communicate. These are gifts you can offer in tutoring sessions, and you will be amply rewarded with high-interest conversations with your students.

You can use **WARM-UP ACTIVITIES** as a way to encourage conversation and set a tone of acceptance: whatever you and your students come up with, it's possible to have some conversation about it.

- Draw something you like or don't like - then tell why.

- List three things you're willing to talk about. Exchange papers with a partner and ask questions about your partner's topics.

- Brainstorm uses for an object (e.g., how many ways can you use string, a screwdriver?), or ways to praise your child, or describe smells, or things you know about a job, or polite ways to refuse something.

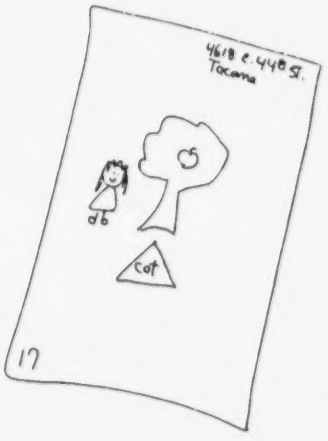
Be sure to have **LISTENING ACTIVITIES** in every tutoring session. They give the student a break from the hard work of coming up with words independently, serve as a good assessment tool of the student's comprehension, and are good practice for being a good listener in conversation.

- Make a listening grid: list a few categories (e.g., animals, food, clothes, names, jobs) at the top of columns. The student makes slash marks in the appropriate column as she hears you read a list of words or a paragraph that contains words that fall into the labeled categories.

food	animals	clothes
III	IIII	II

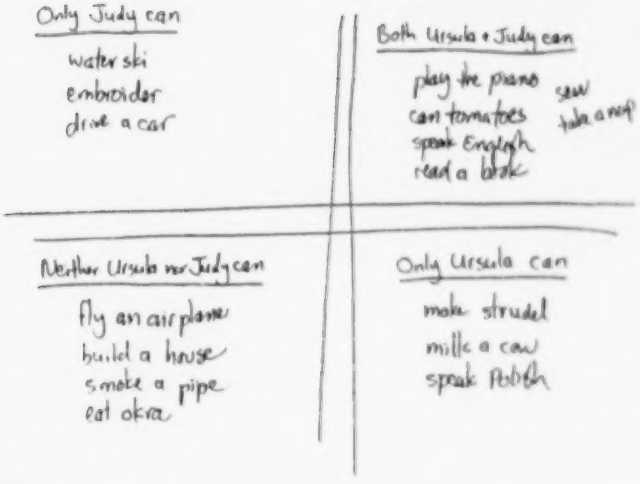
❖ Create a listening fantasy - have your student take a few deep breaths, relax and listen with her eyes closed as you read a story. For beginning students, maybe it's one or two sentences. More advanced students can listen to a paragraph or two. Ask the student questions about what she heard, then encourage her to make up the end of the story.

❖ TPR on paper never fails as a good listening activity and is easily adapted for any lesson at any level. You give directions which the student follows on paper - include directional words, multi-step commands, and vocabulary review. For example, "Draw a tree in the middle of the paper. There's a girl to the right of the tree. Write your address in the upper right hand corner. Put a triangle under the tree," etc. Another variation is in your handbook on page 128.

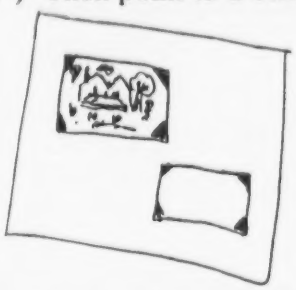


STRUCTURED CONVERSATION activities can come in handy at times when talk tends to lag. If your student has enough experience with these, he'll have a bag of tricks and the confidence to use them when he has a chance for conversation with a native speaker.

❖ In partners (two students or you and your student) find out what you have in common. As a variation, discover activities that you both can do, that neither of you can do, and that each one of you but not the other, can do.

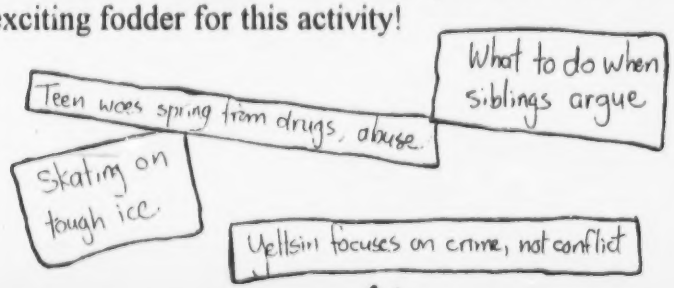


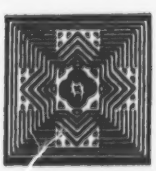
- Bring a few photos from your family album. Tell the student about each photo ("This is my grandma's house. That's the tree we used to climb. I loved to sit on that porch on a hot day.") Then point to a blank 3 X 5 card and ask the student to pretend it's a picture of his grandma's house - ask him to describe what's in the picture.



- Interviews can be a formal way to get into conversation. With your student, brainstorm kinds of jobs the student is interested in. Then have her think of all the questions she has about that job. After going over related vocabulary and practicing the questions in tutoring sessions, have her interview someone who actually has that job.

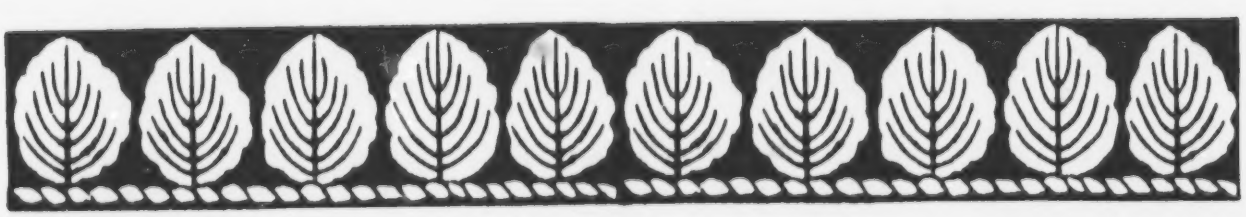
- Headlines can be used to elicit conversation in the same way you may already use pictures. Given a headline, the student can ask questions about it, make statements about it, speculate on what the article is about, create an article (orally) that goes with the headline. Tabloids of course provide the most exciting fodder for this activity!


What to do when siblings argue
Teen woes spring from drugs, abuse.
Skating on tough ice
Yeltsin focuses on crime, not conflict

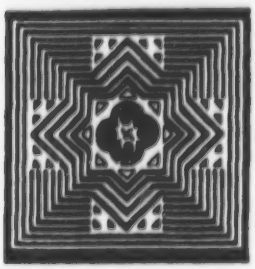


The Training Project
Tacoma Community House
P.O. Box 5107
Tacoma, WA 98415

Non-Profit Org
U.S. Postage
PAID
Permit No. 413
Tacoma, WA



Tacoma Community House
TRAINING PROJECT



THE TRAINING PROJECT NEWS

Volume XI
No. 3
Summer 1994

Funded by:

WA Refugee and
Immigrant Assistance

and

the State Board
For Community
And Technical Colleges

THIS YEAR ENDING IN JUNE HAS PROVEN TO BE THE MOST PRODUCTIVE EVER IN OUR 12 YEAR HISTORY!

We conducted a record number of pre-service **Basic ESL Trainings** and **Inservice Workshops** for the screened, committed volunteer tutors in the 50 programs that we serve in eight Washington counties. The **ESL Volunteer Program Coordinator Share Meeting / Workshops** covering topics such as Screening Volunteers, Student-produced Materials, and Drawing the Line were offered to coordinators of North and South Sound programs in Seattle and Tacoma.

The 12th Annual Volunteer ESL / Refugee Concerns Conference on April 30 brought 277 participants - volunteers, teachers, service providers, and presenters - from thirteen counties and 48 communities including Seattle, Spokane, Moses Lake, Wenatchee, Pasco, Walla Walla, and Aberdeen. Presenters this year included six Tacoma Community House ESL students who presented their stories and participated in ESL teaching demonstrations. Topics included Beyond Small Talk, Juggling Multi Level Groups, Enjoying Cultural Encounters, LEA Demonstration, Family Literacy Activities, The Muslim Perspective, Refugees and Immigrants: Policy and Services, English on the Job, and 25 more. Activities gathered from the conference sessions are featured in this edition of THE TRAINING PROJECT NEWS. The ESL / Refugee Concerns Conference is an annual event so look for it again next spring!

In addition to providing training, Training Project staff along with Washington Literacy staff produced **BEST PRACTICES: A RESOURCE BOOK FOR VOLUNTEER TUTOR PROGRAM COORDINATORS** which contains composite lists of volunteer tutor management ideas and practices. **BEST PRACTICES SAMPLES** contains copies of actual program materials which supplement the elements covered in the companion book. **BEST PRACTICES** brings together into one reference work the ideas and resources gathered from 28 programs during monitoring visits in 1993 for the State Board for Community and Technical Colleges Volunteer Tutor Coordination Program.

	workshops	participants
Basic ESL Trainings	41	849
Inservice Trainings	20	336
Volunteer Coordinator Share Meetings	12	88
Intercultural Communication in the Workplace	6	55
12th Annual Volunteer ESL/ Refugee Concerns Conference	33	277
TOTALS	112	1605

The **Intercultural Communication in the Workplace Workshops** are designed for people directly supervising or providing service to limited English speakers to give them strategies for sending messages that are more easily understood and resolving misunderstandings that may have a cultural basis. These workshops are available on a limited basis to refugee employers through Refugee and Immigrant Assistance funding and offered to agencies and companies on site for a fee.

The Training Project looks forward to a busy fall - with 10 Basic ESL Trainings already scheduled for September and October and plans are underway for the 4th Annual Volunteer Tutor Coordinator Retreat in November.

If you are interested in learning more about our services, please contact:

Marilyn Bentson - Training Project Coordinator
Tacoma Community House
PO Box 5107 Tacoma, WA 98415
383-3951 (Tacoma) or 682-9112 (Seattle)

INFORMATION GAP ACTIVITIES

by Alysan Croydan

Students of mixed ability levels can work together to complete a task. A good example of an information gap is the "Dictation Grid":

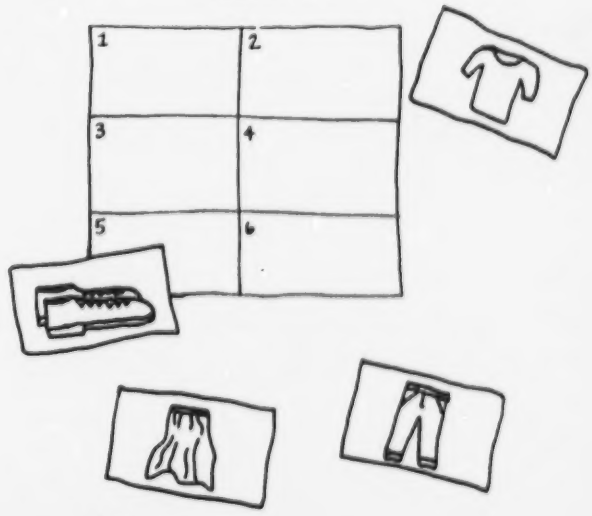
Dictation grids

Student A has list of words. Student B has a numbered grid and word cards or pictures. Put a barrier between students so they can not see each others' paper. Student A reads the list and student B places picture on the correct square. This can be used to reinforce previously learned material. The tutor should review language necessary to complete the task and model the task so students understand what they need to do. When students are practicing help out where necessary and provide feedback.

Student A

1. T-shirt
2. Blouse
3. Pants
4. Skirt
5. Shoes
6. Sweater

Student B



Other Information Gap Ideas

- One student gives directions for another student to follow on a map or explains how to operate machinery, or responds to a command.

- Students tell the time on a series of clocks while other students draw in the hands on blank clocks.

- Students dictate list of scramble words to each other and unscramble them together.

- Students describe a picture to each other. One describes and the other draws.
  Eg: *Draw a table. There is a cat under the table. There is a chair on the left.*

Dialogues and Stories

Develop dialogues and stories orally as a group. Give more demanding roles in dialogues to more advanced students. Make sure there are plenty of visual clues to help memory and establish context. Provide literacy activities that all students can work on at their own level. Some activities:

- Low level
  - Circle key or repeated words in the dialogue or story.
  - Fill in a missing word in a dialogue.
  - Guess single words in the story from skeleton clues. Eg: *h--se(house), mo--y(money).*
  - Match single words and pictures to tell a story.

- More advanced
  - Order lines in a jumbled dialogue or story.
  - Fill in a missing word in a story or dialogue.
  - Delete one speaker in the dialogue. Students complete missing portion.
  - Write an extension of the dialogue or story.
  - Match whole sentences and pictures.

JOURNAL WRITING

by Kathy Kardok

A good way to improve student writing is for them to write every day. Keeping journals gives students confidence and makes writing easier for them. Students can write about what interests them and can express their thoughts and opinions on a variety of topics. Some goals for journals are:

- for students to have a way to communicate their thoughts in writing
- for students to improve their English fluency through practice

Some suggestions to give students for journal writing.

- Write something every day, short or long.
- Think about journal entries before beginning to write.
- Put the date above each entry.
- Write about familiar topics:
  - job
  - current events
  - family
  - opinions
- Students should try to be their own editors. After writing journal entries, students should read them and try to correct any errors that they find.

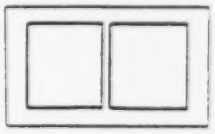
Some suggestions on how to handle errors:

- Devise ways of dealing with errors according to the students' goals.
- Errors can tell you a lot about students and how they are learning.
- Look at errors as a way of planning ahead. Errors can tell you what students need to work on and what they are having trouble grasping.

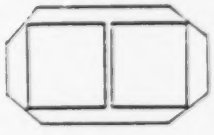
The Wallpaper Journal

Cut two pieces of cardboard 6" by 9" (when you've become an expert, you can adjust the size to your needs).

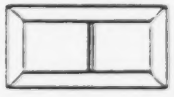
Place the cardboard on a piece of wallpaper about 1-1½ inches larger than the cover. Leave a small space in-between the cover pieces.



Miter the corners of the wallpaper.



Place glue on the wallpaper and fold over the cover.



Pages should be cut almost the length of the cover. Staple the pages together down the center. Place the paper between the cardboard.

Paste the end papers to the cover to complete the book.

ESL GAMES

by Alysan Croydan

True False Game

The tutor makes factual statements. The students have to say if they are true or false.

Eg: *There are five quarters in a dollar.*
Today is Tuesday.
Minh's shirt is blue.

These can be adapted to focus on a particular language point like prepositions, colors, numbers, etc. You can include information about your students. The statements can be adapted to your students' level.

If today is Tuesday, tomorrow is Thursday.

You can describe a picture:

The woman on the left is standing up.

Students can respond by calling out "True" of "False." This may allow more advanced students to dominate. Students can give a physical response by holding up different colored cards with 'Yes' and 'No' on them. This serves as a good evaluation tool as you can see who really understands. Maintain a brisk pace to keep the element of fun.

Adaptations:

This can also be a reading game.

You can make this a team game by awarding points and bonus points for correcting a false statement.

Listening Game

Students sit on chairs in a circle. The students listen to a statement about people in the circle and change places if it applies to them.

Examples:

If you are wearing blue change places.
If you are from Vietnam change places.
If you have two children change places.

To add the element of speed the tutor can sneak into a free place in the circle and then the student who does not have a seat has to make an 'If...' statement to try to reclaim her/his seat.

The students can respond in any way that is appropriate to your situation. You can make statements using any language you wish to practice. Once you have played the game a few times, a more advanced student could write a list of 'If...' statements to read out.

If you are wearing blue raise your hand.
If you watched TV last night raise you hand.
If you made a phone call yesterday raise your hand.

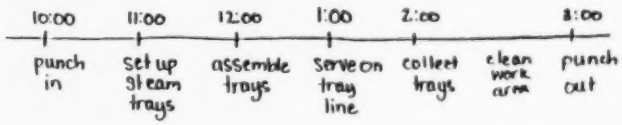
If you are going to the supermarket today clap your hands.
If you have a child in Kindergarten clap you hands.

ON THE JOB ENGLISH

by Jamie Treat

Time Line

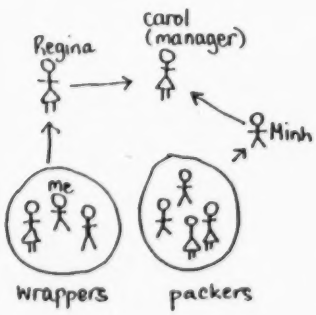
Draw a time line of your typical work day and label each hour with what you are doing at that time. Have students prepare a time line about their work day.



Ask follow-up questions such as, "Do you get a break? When? How do you know what to put on each tray? Did you ever put the wrong food on a tray? What happened? Do you talk to the clients when you pick up their trays? What do you say? Do you usually understand each other?"

People at Work

Have student draw a picture of the people she works with, if possible showing the structure or "chain of command" of the company or department. Ask questions to find out more about the student's relationship and communication with each person.



Likes and Dislikes

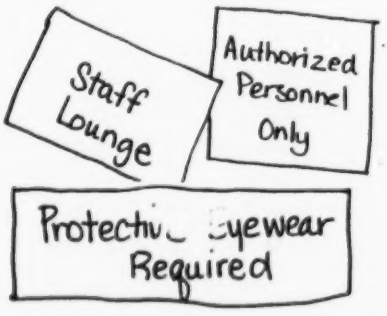
Find out what your student likes and dislikes about her job and why. What would she like to change about her job? Her answers may give you lots of ideas about what to teach. If you have several students, try creating a grid with their responses.

★ = like a lot
✓ = like
✗ = dislike

	Hours	Location	The Duties	Co-workers	Boss
Tai	★	★	✓	✓	✗
Phuong	✓	✗	★	★	✓
Takhir	✓	✓	✗	✓	★
Amina	★	✗	✓	★	★

Signs

Ask your student to copy some of the signs she sees around her workplace, especially the ones she's unclear on, and to note where each sign is posted. Help her to figure out the meaning, and then compare "sign English" to spoken English.



Finish the Sentence

Ask your student to complete these sentences. (Make up your own!) If you have a small group, have each student repeat the previous student's response before adding her own. ("Hong was surprised when she had to take a drug test. I was surprised when my paycheck was so small.")

I was surprised at work when...
I was angry at work when...
I was confused at work when...
My supervisor seemed angry when...
My supervisor seemed happy when...
My co-worker was surprised when....

Authentic Materials

Have your student bring in various forms and literature from work to use as teaching materials: checklist of duties, employee handbook, list of rules, time sheets, performance evaluation form, pay check stub, request for time off form, etc.